



**Suspensions and Permanent Exclusions Procedures
and Model Letters
for School Leaders
and Academy Committees**

Review

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4 years	January 2023	Julia Cottee and Cathryn Poole	January 2027
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Version trail

Date	Details
August 2023	<p>Updated guidance in line with new Suspensions and Exclusions guidance from September 2023:</p> <ul style="list-style-type: none"> • Remote meetings can be held – Letters updated to inform parents of their rights. Procedures also updated • Social worked and virtual school heads can join remotely even if the meeting is held in person • Cancelling suspensions/exclusions – now include cancel exclusions that have not started yet • Clarification on who to notify of a cancelled suspension/exclusion • Clarification on timelines for the board to meet to consider representations when a pupil is suspended for 15.5 days in a term • Principal must ensure a formal process for informing the VSH of an exclusion • If pupils are 18 or above they should be involved in the process not the parents • When the panel is considering the reinstatement of a pupil the clerk should be present to make a record of the discussion which should state clearly how decisions have been reached • Updated letters from VWV – alignment with numbering in document

Contents

1. Aims	4
2. Legislation and statutory guidance.....	4
3. The decision to suspend or exclude	4
4. Definitions.....	6
5. Roles and responsibilities	7
6. Cancelling exclusions	13
7. Considering the reinstatement of a pupil	13
8. An independent review.....	17
9. School registers.....	18
10. Returning from a suspension	18
11. Monitoring arrangements.....	18
Appendix 1 Principal's Checklist	19
Appendix 2 Proforma email to send to parents immediately upon suspension or exclusion	22
Appendix 3 PA's Checklists	23
Appendix 4 Governor training requirements	25
Appendix 5 Timescale and Powers of the Disciplinary Committee	26
Appendix 6 DC review of evidence	27
Appendix 7 DC questions arising from review of paperwork	29
Appendix 8 DCM Agenda proforma	32
Appendix 9 DC Clerk's Checklist	34
Appendix 10 Redacting documents and CCTV	37
Model letters for the Principal's PA:	38
Model letters for the DC Clerk:.....	39

1. Aims

Our schools aim to ensure that:

1. The suspensions and exclusions process is applied fairly and consistently
2. The suspensions and exclusions process is understood by governors, staff, parents and pupils
3. Pupils in school are safe and happy
4. Pupils do not become NEET (not in education, employment or training)

Following these processes correctly should ensure that:

1. Our schools meet their legal duty of care towards pupils
2. Child protection issues are taken into account
3. Pupils' human right to education is not contravened¹

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England (May 2023).

It is based on the following legislation, which outline schools' powers to exclude pupils:

1. Section 52 of the Education Act 2002, as amended by the Education Act 2011
2. The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

1. Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
2. Section 579 of the Education Act 1996, which defines 'school day'
3. The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
4. Equality Act 2010

3. The decision to suspend or exclude

We are committed to following all statutory suspensions and exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Only the Principal, or acting Principal, can suspend or exclude a pupil from school. A (permanent) exclusion will be taken as a last resort.

In all cases, the decision to exclude must be **lawful, rational, reasonable, fair** and **proportionate**.²

A decision to exclude a pupil will be taken only:

1. In response to serious or persistent breaches of the school's behaviour policy, **and**
2. If allowing the pupil to remain in school would seriously harm the education or welfare of others

A pupil's behaviour outside of school can be considered as a reason for suspension or exclusion if this is in line with the school's behaviour policy.

Before deciding whether to exclude a pupil, either permanently or suspend them for a fixed period, the Principal will:

1. Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion/suspension were provoked
2. Allow the pupil to give their version of events
3. Consider if the pupil has special educational needs (SEN)

The Principal **cannot** extend a suspension or convert a suspension into an exclusion. However, they can issue a further suspension or an exclusion to begin immediately after the end of the first suspension. This usually happens where further evidence has come to light.²

Lawful²

It's unlawful to suspend or exclude a child for non-disciplinary reasons. Examples of unlawful reasons include:

1. The actions of the pupil's parents
2. The pupil having additional needs or a disability that the school feels unable to meet
3. Poor academic ability or attainment
4. The pupil failing to meet specific conditions before they're reinstated, such as failing to attend a reintegration meeting

'Informal' or 'unofficial' suspensions are unlawful. The DfE gives the example of sending a pupil home to 'cool off'. Even if the parents agree with it, any suspension of a pupil must follow the formal procedures, including recording the suspension.

Our schools are aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

Our schools are aware that the purpose of a suspension or exclusion is not to send a message to the rest of the school community.

Rational

Based on, or in accordance with, reason or logic.

Reasonable

Not extreme or excessive, but moderate and fair.

Fair

Treating people equally without favouritism or discrimination. Procedural fairness refers to an investigation that must be held to give the pupil an opportunity to state their case. The rules of procedural fairness require:

1. An investigation appropriate to the circumstances, which must include the following:
 1. The pupil must be informed of the allegations against them, in a manner which they can understand
 2. The pupil should be allowed reasonable time to prepare a response to the allegations
 3. The pupil must be given an opportunity to state their case
2. Lack of bias

3. Evidence to support a decision
4. Enquiry into matters in dispute

Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Suspensions and exclusions which require special consideration²

1. Pupils in the sixth form

Pupils over compulsory school age can only be suspended or excluded for behavioural reasons, as above. A school can set specific academic standards for entry to year 12, but the expectation is that the pupil will progress to year 13. They can't be asked to leave the school for failing to reach a certain academic standard at the end of year 12.

2. Pupils from groups with disproportionately high rates of exclusion

1. Pupils with special educational needs (SEN)
2. Children who qualify for free school meals
3. Looked after children
4. Gypsy/Roma, Travellers of Irish heritage and Caribbean pupils

Before suspending/excluding these pupils, Principals should take steps to intervene early and identify and address the specific needs of these pupils. All attempts at intervention should be well-documented.

5. Pupils with education, health and care (EHC) plans and looked after children (LAC)

These children have been identified as being particularly vulnerable to the impact of exclusion. As a result, Principals should, as far as possible, avoid permanently excluding these pupils. Where there are concerns about behaviour, or a pupil is at risk of exclusion, additional support or an alternative placement should be considered. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

Proportionate

Realistically regarded in terms of the relative importance or seriousness of the behaviour in question.

4. Definitions

Suspensions (fixed-term exclusions) are temporary. A pupil can be suspended for 1 or more fixed periods, up to a maximum of 45 days in total per school year. Suspensions can also be for just a part of the school day, such as a lunchtime suspension. Each lunchtime suspension counts as half a day.²

Exclusions should always be a last resort and should only be taken in response to a serious breach, or persistent breaches, of the school's behaviour policy; **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.²

For the purposes of suspensions and exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

The reference to a 'term' in this policy means the three periods from 31 December to Easter Monday, from Easter Monday to 31 July and from 31 July to 31 December.³

In this policy, 'academic year' means a school's academic year beginning with the first day of school after 31 July and ending with the first day of school after the following 31 July.³

'Internal exclusions' are not formal suspensions and don't fall under the statutory exclusions framework. An example of an internal exclusion is sending a child to work in an isolation unit, as a sanction.²

5. Roles and responsibilities

The Principal

The decision to suspend or exclude a pupil from school, lies ultimately only with the Principal, but a substantial amount of evidence and advice should be sought. The Principal may delegate some of the actions in the tables below but they cannot delegate the final decision to suspend or exclude and the responsibility for the actions remains with the Principal to ensure they are completed. Where a Head of School is in place with an Executive Principal sitting above them the role of Principal is assumed by the Head of School.

Where a student is 18 or above they should be involved in the process, not their parents/carers.

Who	When	What	How
Initial assessment			
On call	Immediately	Make all parties safe	Separate Secure First Aid Police
SLT	ASAP	1. Pupil statement, signed and dated 2. Other pupil/staff/witness statements, signed and dated 3. CCTV footage if applicable 4. Social media evidence if applicable	
Principal	Assessment	Is there enough evidence to support a suspension/ exclusion?	Appendix 1
Who	When	What	How
Decision to suspend/exclude			
Principal	Before end of school day	Is there enough evidence to reach a final decision?	Lawful, Rational, Reasonable, Fair, Proportionate
Principal	Before end of school day	If no, suspend for a short duration in order to gather more information. <i>[This could be a 1-day suspension and if still not clear after 1 day, can suspend a further few days – usually between 2-5 days]</i> N.B. it is extremely important to record in detail the specific investigation made during this suspension. If the outcome of this investigation is exclusion, it must be proven that the initial suspension was not 'converted' into an exclusion, and the timeline and recording of this investigation will support this.	
Principal	Before end of school day	If yes, decide upon nature and length of sanction which is fair and proportionate to that individual	

Principal	Before end of school day	Ensure suspension/exclusion start is compliant: 1. If pupil is sent home in the morning, the suspension/exclusion must start from the afternoon session 2. If sent home during the afternoon, or at end of school day, suspension/exclusion starts the following day	
Principal	Before end of school day	Is this a lunchtime suspension? Each lunchtime suspension is counted as 0.5 day i.e. 1 week of leaving the site during lunchtimes equates to 2.5 days suspension	
Who	When	What	How
Informing parents			
Principal	Before end of school day	Advise parents/carers to collect pupil ASAP	Telephone
Principal	Before end of school day	Advise parents/carers: 1. for the first 5 school days of a suspension/exclusion, or until the start date of any alternative provision where this is earlier, they are legally required to ensure that their child is not present in a public place during school hours without a good reason 2. they may be given a fixed penalty notice or prosecuted if they fail to do this	Telephone and email Appendix 2
Who	When	What	How
Informing internal and other external parties (for their action)			
In the case of a (permanent) exclusion			
Principal	Immediately	1. PA (or equivalent for formal letter) 2. CEO (and Director of Primary or Secondary education) 3. Head of Safeguarding and school DSL 4. Head of Governance 5. AC Chair 6. AC Clerk 7. Local authority of school 8. Local authority of pupil, if different from above 9. Virtual School Head and Social worker if applicable (include DSL if a social worker is involved)	Appendix 1 Telephone/email Email Email Telephone Email Email Email
In the case of the suspension/exclusion resulting in a pupil missing a public examination			
Principal	Immediately	10. CEO (and Director of Primary or Secondary education) 11. Head of Governance 12. AC Chair 13. AC Clerk	Telephone/email Email Telephone Email

		14. Local authority of school 15. Virtual School Head and Social worker if applicable (include DSL if a social worker is involved)	Email Email
In the case of a suspension			
Principal	ASAP	Including this suspension, determine how many aggregate days the pupil has been suspended this 'term'	See definition of 'term' in Section 4
Principal	ASAP	If the total exceeds 15 days, additionally check the aggregate days the pupil has been suspended this 'year'. This <u>cannot</u> exceed 45 days. The alternatives are to take no further action, or to discuss the options with the Head of Governance	See definition of 'year' in Section 4
Principal	ASAP	If the total exceeds 15 days, inform: 1. PA 2. CEO (and Director of Primary or Secondary education) 3. Head of Safeguarding 4. Head of Governance 5. AC Chair 6. AC Clerk 7. Local authority of school 8. Virtual School Head and Social worker if applicable (include DSL if a social worker is involved)	Appendix 1 Email Email Email Email Email Email
Principal	ASAP	If the total equals 5.5-15 days, inform: 9. PA 10. Local authority of school 11. Virtual School Head and Social worker if applicable (include DSL if a social worker is involved)	Appendix 1 Email Email
Principal	ASAP	If the total equals 0.5-5 days, inform: 12. PA 13. Virtual School Head and Social worker if applicable (include DSL if a social worker is involved)	Appendix 1 Email
Principal	ASAP	Determine reintegration arrangements and inform PA of meeting date/time, and who is invited*	In person
Principal	ASAP	Inform any staff involved in incident of decision	In person
Principal	ASAP	Inform all staff of decision, for them to be alert to any pupil's attempt to enter the site whilst suspended/excluded, and for their attendance records to be updated promptly	Email
Who	When	What	How

PA	Immediately	Locate correct proforma letter for the suspension/exclusion and complete the details. This should include a paragraph outlining why the pupil has been suspended/excluded. This should ideally use behaviour descriptions which match the school's Behaviour Policy.	Appendix 3
PA	ASAP	Obtain Principal's approval to distribute	
PA	ASAP	Send completed letter to parents/carers Where the suspension/exclusion triggers a governor panel copy the letter to the Clerk and Head of Governance	Email AND Post Email
Who	When	What	How
SLT	Immediately	Contact all necessary staff to set work for pupil between days 1-5	In person/Email
SLT	1-5 days	Monitor compliance with school's responsibility to set and mark work	MIS
SLT	1-3 days	If alternative provision is being arranged and it was not possible to document these in the suspension/exclusion letter, details must be provided, in writing, to the parents no less than 48 hours before the provision is due to start	Email
Who	When	What	How
PA	ASAP	Create/collate the document pack to be sent to all parties. This should be done in liaison with the DC Clerk, who will determine the deadlines for this submission, and they will review the pack before it is sent out by the school.	Appendix 3
PA In a Primary Setting the DC Clerk may support the distribution but not collation of the pack	As soon as available, but no later than 5 school days before the DCM	Distribute the document pack to: 1. DC members 2. Principal 3. Parents or 4. Pupil (if over 18) Plus, if relevant: 5. LA ¹ 6. Principal's advocate(s) 7. Parents' advocate(s) 8. Virtual School Head and Social worker if applicable (include DSL if a social worker is involved)	Email / post
Who	When	What	How

¹ Academies do not have to invite the LA to a DC meeting. The trust supports the invitation of LA representatives and encourages the DC to do so. Parents are entitled to invite an LA officer as their advocate/supporter. If in attendance, the LA representative can only make a statement or ask questions if permitted by the Chair.

Principal	At the DCM	Prepare the statement to be presented at the DCM, to support the investigation and school's case	
Who	When	What	How
Principal	Termly	Report list of suspensions and exclusions to: 9. Education Scrutiny Committee (anonymised) 10. Academy Committee (anonymised) 11. Local authority	Principal's Report

* Re-integration procedures are not included here, but should be found in the school's Behaviour Policy

Where alternative provision is appropriate and available, details must be provided in writing to the parent no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

For secondary schools only, provision does not have to be arranged for pupils in the final year of compulsory education who do not have any further public examinations to sit.

The Academy Committee's Discipline Committee

Responsibilities regarding suspensions and exclusions are delegated to a sub-committee of the Academy Committee called the Discipline Committee. The Discipline Committee may include governors from other schools across the Trust.

The Discipline Committee has a duty to consider the reinstatement of a suspended or excluded pupil (see section 6). All governors willing to sit on a Discipline Committee must have undertaken training before doing so. Appendix 4 outlines the training requirements.

Within 14 days of receipt of a request, the trust will provide the secretary of state with information about any suspensions and exclusions in the last 12 months.

Who	When	What	How
Arranging the Discipline Committee Meeting			
DC Clerk	Receipt of email from Principal	Consult the 'Timescale and Powers of the Disciplinary Committee' table to determine the date range in which the meeting must be heard. In exceptional circumstances, this may exceed the statutory limit with the agreement of all parties, especially if this accommodates pupil and parent voice. N.B. this timescale may need to be accelerated if suspension or exclusion would result in a pupil missing a public examination	Appendix 5
DC Clerk	Receipt of email from Principal	Liaise with governors, school and parents (or pupil) for a date for the DCM. The LA, VSH and Social Worker should also be informed. <i>For any suspensions or exclusions of SEN pupils, the</i>	Appendix 5 Email / telephone

		<i>SENDCo should also attend. For any pupils with a Social Worker the DSL should also attend.</i>	
DC Clerk	As above	<p>Ensure the membership of the DC is compliant.</p> <ol style="list-style-type: none"> 1. There should be a minimum of 3 governors 2. It is recommended that a 4th governor be invited for professional development purposes to observe. Should there be a last-minute retirement of a committee member, this governor can step in 3. The DCM must be clerked 4. Governors must not: <ol style="list-style-type: none"> 1. have previous knowledge of the case 2. be acquainted with the parents or pupil 3. be employed by the school (however they can be employed by the trust if based at a separate site) 5. If governors are parents at the school, they must recuse themselves in cases where their child shares a tutor group with the pupil concerned. Care should be taken if they are in the same year group – this will depend upon the size of the school, options subjects, etc. 6. The Chair should not be on the DC if they have previously discussed the case with the Principal, or have had any prior involvement with the case 7. Governors must not take part if there is any perception that they would not be impartial 	
DC Clerk / PA	Agreement of DCM date	<p>Determine arrangements for holding the meeting, including:</p> <ol style="list-style-type: none"> 1. on or off site? 2. meeting room 3. separated reception areas for all parties 4. Virtual meeting or face to face 5. VSH and social worker can attend virtually to all hearings even those which are face to face 6. interpreters or use of translation services 7. Consider advocate support for parents with EAL or literacy issues 8. details of any attending advocates (both school and family) 9. will the pupil be attending? A written statement from the pupil is encouraged² 10. any access arrangements required 11. technology to view possible CCTV 	

² Point 105 from July 2022 Guidance: Taking into account, the pupil's age and understanding, the pupil or their parents should also be made aware of their right to attend and participate in the governing board meeting and the pupil should be enabled to make a representation on their own behalf if they wish to do so.

Who	When	What	How
Preparing for the DCM			
DC Clerk	Agreement of DCM date	<ol style="list-style-type: none"> 1. Email DC members with confirmation of date, timings and location (if known) 2. Email/post DCM invitation to family 3. Invite LA officers (including VSH, social worker if applicable, note ability to attend virtually) to attend 	<p>Email</p> <p>Model Letter</p> <p>Email/post</p>
DC Clerk	As soon as available	Liaise with the PA to ensure the document pack is being prepared promptly, and review this before the school sends it out	

The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

6. Cancelling exclusions

The Principal can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing body has not yet met to consider whether the pupil should be reinstated. Where an exclusion is cancelled:

- The Principal must notify the parents, the Academy Committee, the LA and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reasons for the cancellation
- The Academy Committee's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.
- Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the Principal to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay
- The pupil must be allowed back into the school from which they were excluded without delay
- Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year
- A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

7. Considering the reinstatement of a pupil

The Discipline Committee can either:

1. Decline to reinstate the pupil, or
2. Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the Discipline Committee will consider whether the suspension or exclusion was lawful, reasonable and procedurally fair and whether the Principal followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to suspend or exclude.

Who	When	What	How
Review of paperwork			
DC	Once documents circulated	Assess completeness, robustness and reliability of evidence submitted in the documents. If the DCM has been convened as a result of aggregate suspensions during the term/year, the DC must examine every suspension individually, and reach a decision whether or not to uphold each suspension. <i>i.e. if suspension exceed 15 days in a term, the DC must consider each suspension <u>in that term only</u> and does not consider suspensions from previous terms</i>	Appendix 6
DC	Once documents circulated	Note any questions to be raised at the meeting, including: 1. Prompting for evidence not clear or present in the document pack 2. Any enquiry specific to the circumstances of this case	
Who	When	What	How
Advance preparation for DCM			
DC Clerk	Once documents circulated	Arrange pre-meet for committee members ideally a minimum of 24 hours before the DCM (recommended online). N.B. the DC Clerk must be present at this meeting to ensure it addresses process only	Teams or face to face if immediately before the DCM
DC and Clerk	Pre-meet	3. Elect Chair 4. Determine if evidence submitted is clear and sufficient, or if more is required e.g. CCTV 5. Determine if a site visit is required ahead of the DCM by the Committee 6. Identify Key Lines of Enquiry to be covered at the DCM 7. Verify who will be attending the DCM, and seek legal advice if necessary	Teams
Who	When	What	How
At the DCM: the hearing			
DC Chair	Start of meeting	1. Initially, only the DC and the Clerk should be in the meeting room 2. The other parties (school, family, LA) are kept in separate waiting rooms 3. All parties should enter the room together, when invited to do so by the Clerk	
DC Chair	Start of hearing	Welcome all in attendance and outline the meeting rules, including: 4. Mobile phones must be switched off	

		<p>5. If a recording is proposed, all parties must agree, and it must be deleted as soon as the minutes are completed</p> <p>6. Be courteous, polite and respectful at all times</p> <p>7. Questions will be directed through the Chair</p> <p>8. The Committee uses the civil standard of proof 'balance of probabilities', rather than criminal standard 'beyond reasonable doubt'</p> <p>9. If additional documents have been submitted very late, or at the meeting, the committee may decide to adjourn the meeting to view the information, or decide to postpone the meeting until a later date (if there is not enough time to digest the information)</p> <p>10. Ask everyone to introduce themselves and clarify how they prefer to be addressed</p>	
DC Chair	During the hearing	<p>Whilst sufficient time should be given to allow for all parties to speak and have their views properly heard, it is reasonable for the Chair to intervene and move the meeting on if they think that it is necessary and in the interests of all concerned.</p> <p>If any party of the meeting leaves the room for any reason the meeting must be adjourned and no discussion may take place between any parties. The Clerk must remain in the room at all times to ensure procedure is maintained.</p>	
LA officer/ Virtual School Head and Social Worker	As per the agenda, if present	<p>The LA(s) may send a representative. They:</p> <p>11. Cannot express views on the merits of the particular suspension/exclusion</p> <p>With the permission of the Chair they:</p> <p>12. May explain how other schools in the authority have handled similar cases</p> <p>13. Draw the attention of the committee to issues where there is a lack of clarity, more information may be needed, or the guidance appears to have been ignored</p> <p>14. Can give parents advice about the process, including what would happen next if the exclusion is upheld</p> <p>15. Support the Clerk in answering any procedural questions with the DCM</p>	
DC	Questioning the pupil	<p>Care should be taken when asking pupils questions, if they are present, and parental consent MUST have been granted. They should be open, non-leading questions, sensitively considered.</p>	

DC	End of hearing	<p>16. Ascertain how the pupil is doing since the suspension/exclusion. If at a new school, how have they settled in?</p> <p>17. Check all parties feel they have been given sufficient opportunity to state their case</p> <p>18. Thank all parties for attendance</p> <p>19. All parties should leave the room together, accompanied by the Clerk (Clerk then returns to the room for the deliberations)</p> <p>20. Clerk must make a record of the discussion which should state clearly how decisions have been reached</p>	
Who	When	What	How
Special considerations for permanent exclusions			
DC	Review of paperwork	<p>If the pupil is looked after or has an EHCP, schools should <u>avoid</u> permanent exclusion. The following checks should be made.</p> <p>21. Has the LA's SEND team been contacted and consulted?</p> <p>22. Is this exclusion a result of either unmet need, lack of provision, or to get the pupil's needs met? These are not valid reasons for exclusion.</p> <p>23. If relevant, has the Virtual School Head or Social Worker been contacted and consulted?</p> <p>24. Is this pupil currently on school support, but being assessed for an EHCP?</p>	
DC	Preparation for DCM	<p>25. Ensure that the school's SENDCo is set to attend the meeting, plus any relevant LA personnel mentioned above</p>	
Who	When	What	How
At the DCM: making the decision			
DC	End of hearing/ Start of deliberations	<p>Detailed, comprehensive minutes of DC deliberations which clearly identify the discussion and decision-making must be taken by the Clerk</p>	
DC	Deliberations	<p>When considering the evidence, the committee must be satisfied that the Principal has demonstrated that:</p> <p>26. Their decision to suspend or exclude the pupil was in response to a serious breach, or persistent breaches, of the school's behaviour policy</p> <p><u>AND</u></p>	

		<p>27. Allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school <u>BOTH</u> tests must be met in order for a suspension or exclusion to be legal</p>	
DC	Deliberations	<p>In addition, the committee <u>must</u></p> <p>28. Be satisfied that the suspension or exclusion was a last resort <u>AND</u></p> <p>29. Be confident from the evidence that the correct procedures have been followed throughout the process, the policies have been applied fairly, and the school has fulfilled its duties in relation to the Equalities Act 2010 <u>AND</u></p> <p>30. Be satisfied that the suspension or exclusion was lawful, reasonable and procedurally fair, taking account of the Principal's legal duties and any evidence that was presented to the committee</p>	
DC	Deliberations	<p>If any of these cannot be clarified, or there is doubt in the validity of the argument, the DC should reinstate the pupil</p>	
DC	Deliberations	<p>31. The power of the DC is limited to:</p> <ol style="list-style-type: none"> 1. Declining to reinstate the pupil 2. Directing the reinstatement of the pupil, either immediately or by a particular date <p>32. There is no power to amend the exclusion</p> <p>33. The DC may not attach conditions to any direction it may give the Principal to reinstate the pupil</p> <p>34. Whatever the decision, there is a duty to give reasons</p>	

Separate minutes will be taken of the hearing, and of the deliberation, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record. Copies of relevant papers should be kept for at least six months.

The Discipline Committee will notify, in writing, the Principal, parents, the Head of Governance at the trust, and the LA of its decision, along with reasons for its decision, without delay.

8. An independent review

If parents apply for an independent review, the academy trust will arrange for an independent panel to review the decision of the Academy Committee's Discipline Committee not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Discipline Committee of its decision to not reinstate a pupil.

The independent panel will decide one of the following:

1. Uphold the Discipline Committee's decision
2. Recommend that the Academy Committee reconsiders reinstatement. Where possible, this will be the same members from the original Discipline Committee
3. Quash the Discipline Committee's decision and direct that the Academy Committee reconsider reinstatement (only when the decision is judged to be flawed). Where possible, this will be different members from the original Discipline Committee and the Head of Governance should be consulted

9. School registers

A pupil's name will be removed from the school admissions register if:

1. 15 school days have passed since the parents were notified of the Discipline Committee's decision to not reinstate the pupil and no application has been made for an independent review panel, or
2. The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made, the school will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, the codes for education off-site or dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, the 'absent' code will be used.

If an exclusion is upheld, it is the responsibility of the Principal to ensure the pupil's name is removed from the school register.²

10. Returning from a suspension

Following a suspension, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate. This is detailed in the school's Behaviour Policy.

11. Monitoring arrangements

The Principal monitors the number of suspensions every term and reports back to the Academy Committee and the trust. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

These procedures will be reviewed by the Head of Governance at least every 4 years, and sooner if changes are made to government guidance. At every review, these procedures will be shared with the Principals and the Academy Committees.

¹ Brighter Futures for Children 'Lawful Exclusions', March 2022

² The Key for School Governors: Excluding a pupil, 10 September 2021

³ DfE Exclusion from maintained schools, academies and pupil referral units in England, July 2022

Appendix 1 Principal's Checklist

Pupil and incident details				
Name	DOB			
	Year/Tutor Group			
Date and time of incident which triggered this investigation	Today's date, if different			
The circumstances of the case		Yes	No	Notes
Has there been a serious breach or breaches of the school behaviour policy?				Reference pages/ sections
Standard of proof – “on the balance of probabilities” did the pupil do what he/she is alleged to have done?				
Does the pupil's presence seriously harm or threaten to harm the education/welfare of pupils/others?				Details
Is suspension/exclusion a last resort following a wide range of other strategies that have been unsuccessful? or Is this a serious 'one off' offence?				Details Details
Is suspension/exclusion the appropriate response? 1. Has a thorough investigation been carried out? 2. Has the pupil's version of events been sought/ encouraged/recorded? 3. Has the evidence been considered in the light of school policies and possible discrimination? 4. Are there any mitigating circumstances or any provocation which may be relevant (e.g. bullying, harassment etc.)? 5. Are there any aggravating circumstances which may be relevant (e.g. defiance, repetition, threats etc.)?				Details Details
If this regards an exclusion immediately following a suspension: 6. Has a distinct, additional investigation been carried out since the suspension was issued, which clearly shows what led to the decision to exclude? 7. Have you met with the pupil and the parents as a result of this additional investigation?				

Appendices

8. What other evidence has been considered?			Details
9. Have the views of any other external experts e.g. SEN been sought?			Details
Has a pastoral support programme been used?			
Is this student registered as School Support and if so; Has the possibility of additional support from the LA or additional agencies been explored?			
Have alternatives to exclusion been considered (e.g. restorative approach, mediation, internal exclusion)?			Details
Special considerations			
	Yes	No	Notes
Special educational needs and disability (SEN/D)			
Does this pupil have an EHC Plan?			
Has the SEN/D LA team been contacted?			Details
Has an emergency review been arranged?			
Have issues of SEN/D been taken into account and reasonable adjustments put in place?			Details
Looked after children			
Is this pupil looked after?			
Has the virtual head for children in care been contacted?			
Safeguarding			
Is this student subject to a child protection or a child in need plan?			
Is there a Multi -assessment referral form (MARF) for this student?			
What other agencies/services are involved?			Details
Is there a social worker for the student?			
External advice			
Is the pupil's home LA the same as the school's LA?			Details
Which LA officers were consulted prior to decision, if applicable?			Details
Which Excalibur personnel were consulted prior to decision, if applicable			Details
Involving the police			
This decision lies with the Principal. A criminal investigation can proceed alongside a civil investigation concurrently. Victims of crime are entitled to contact the police directly, regardless of the Principal's decision.			

Does this incident meet the threshold for police involvement according to the staff handbook, school behaviour policy, etc?			Details
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Section 5.1, pages 7-9 must be read and considered before completing the following

If you have reached a decision to suspend/exclude	
Is this a suspension or a (permanent) exclusion?	
When does it start? AM / PM	When does it end (if applicable)? AM / PM
Outline why the pupil has been suspended/excluded	
If a suspension, how many aggregate days has the pupil now been suspended this term*?	
If a suspension, what are details of the reintegration meeting: date, time, and who is invited to attend?	
If this is a suspension for more than 5 days, what alternative education has been arranged from day 6, and what are the details (e.g. start & finish times, who to report to, information about transport arrangements if relevant). If the arrangements for this provision cannot be finalised promptly, do not delay sending the letter. Replace the appropriate text with "the arrangements for suitable full-time education will be notified shortly in a further letter."	
Is this a fixed period of lunchtime suspensions?	
Your name and signature This form should now be passed to Admin/PA for creation of the letter to the parents.	

* See Section 4 for the definition of a term in the DfE guidance.

Appendices

Appendix 2 Proforma email to send to parents immediately upon suspension or exclusion

Dear

I regret to inform you that your child has been suspended/excluded from school today, due to

My formal letter, which will shortly follow this email later today, gives more detail as to the nature of the suspension/exclusion and the next steps.

I am obliged to inform you that for the first 5 school days of a suspension/ exclusion, or until the start date of any alternative provision where this is earlier, you are legally required to ensure that your child is not present in a public place during school hours without a good reason, and you may be given a fixed penalty notice or prosecuted if you fail to do this.

I realise that this suspension will be upsetting for you and your family, but the decision to suspend/exclude your child has not been taken lightly. The letter to follow outlines the rights and responsibilities of all parties, and I would appreciate you giving it your immediate and thorough attention.

Yours sincerely

For Model Letters

In order to complete this checklist you will need the completed Principal's Checklist:			
Question	Yes	No	Instructions
Is this sanction a permanent exclusion?			Use ML6
Is this sanction a lunchtime(s) suspension?			Use ML15
Is this sanction a suspension up to 5 – total up to 5			Use ML1/1a
Is this sanction a suspension up to 5 – total over 5 and up to 15			Use ML2/2a
Is this sanction a suspension up to 5 – total over 15			Use ML3/3a
Is this sanction a suspension over 5 – total over 5 and up to 15			Use ML4/4a
Is this sanction a suspension over 5 – total over 15			Use ML5/5a
Do the suspension days aggregate to 45 this year?			Speak to Head of Governance
Is the Principal cancelling a suspension or exclusion?			Use ML7

For Discipline Committee document pack

This is to be created/collated by the school, for review by the DC Clerk, before being sent to all parties (either by email or post, whichever is the most appropriate):	
Compulsory	
1. Contents	
2. Principal's Checklist	
3. School's Behaviour/Exclusions Policy	
4. Exclusion letter	
5. Principal's investigation(s) pack, including	
1. redacted staff statements	
2. redacted pupil statements	
3. reports from subsequent conversations with staff, external experts, parents and the pupil	
If relevant	
6. Behaviour record	
7. Attendance record (not required for one-off incident)	
8. Education, Health and Care Plan	
9. Pupil Support Plans, including evidence of support and interventions attempted before now	
10. School's notes on pupil's SEND	
11. Additional professional reports (e.g. educational psychologists, social workers, teachers or teaching assistants who have worked with the pupil)	

Appendices

12.	For a suspension or exclusion that is for a one-off serious event the document pack should include a time line of events from the lead-up to the incident to the point at which the Principal made their decision and informed the parent(s)	
13.	Other – give details	

Appendices

Appendix 4 Governor training requirements

All governors willing to participate in DCMs need to register with Cathryn Poole, including their mobile number please. cathryn.poole@excalibur.org.uk

Governors willing to participate in DCMs will need to have undertaken training before doing so. This can be from LA or other training providers or can be through our online training platforms - Educare or NGA Learning Link. This training must have been based on the most current suspension and exclusion guidance (current version is September 2023).

If using the online training, we would ask that governors complete the [Educare module](#): School Exclusions for Head Teachers and Governors.

We would also ask that you read the [NGA guidance document](#) - Exclusions – Exclusions: Procedure and panels.

If you are chairing the panel, you may also find the [NGA Learning Link](#) course How to run an effective Exclusion Review Panel helpful to complete.

There are additional training modules on NGA Learning Link should you wish for more detail.

Subject to agreement from all parties, inexperienced governors are encouraged to attend DCMs as observers before formally sitting on a Committee.

Appendix 5 Timescale and Powers of the Disciplinary Committee

Length of suspension (aggregate in a term*)	0.5 to 5 days*	5.5 to 15 days*	15.5 to 45 days*	Exclusion
When the DC should/must meet	Not statutory	Statutory limit is 50 school days	Statutory limit is 15 school days	Statutory limit is 15 school days
Additional information	Doesn't have to meet but has to consider any parental representations	Doesn't have to meet unless parents request it	Must meet irrespective of whether parents request it	Must meet irrespective of whether parents request it
Powers of the DC	No powers	Can reinstate or uphold decision	Can reinstate or uphold decision	Can reinstate or uphold decision
Further appeal arrangements	None ¹	None ¹	None ¹	Parents can request an Independent Appeal

¹ Unless the pupil has a disability and the parent feels that their child has been discriminated upon on the grounds of their disability, in which case the parent can appeal via the SEN and Disabilities Tribunal.

* See section 4. (above) for the definition of a 'term' and a 'school day'

14. The DC will only meet out of time in exceptional circumstances and, if it does, it should be in full agreement with the parents.
15. It may also be the case that the timescale of meeting means that the DC hasn't met to review a suspension or exclusion of a pupil who has left the school (i.e. a suspension or exclusion in the summer term of a pupil's last year). The pupil leaving the school does not relieve the DC of its duty to meet and therefore the suspension or exclusion will still be reviewed.
16. If suspension or exclusion would result in a student missing a public examination, the DC will try to meet before the date of the examination. If this is not possible, the CEO may consider the exclusion. In some cases, the DC may exercise its discretion to allow a suspended or excluded pupil onto the school premises for the sole purpose of taking a public examination.
17. Where the parents have made representations regarding an aggregate suspension of 1-5 days, care should be taken by the Academy Committee if there is police involvement. Advice should be sought from the trust, but it is likely that the Academy Committee should not act until any police investigation has concluded.

Appendix 6 DC review of evidence

Suspension/Exclusion for a 'one-off' offence			
Evidence	Yes	No	Notes
Was a thorough investigation carried out?			Reference pages/ sections
Was enough evidence gathered?			Details
Did the Principal inform parents in writing?			Details
Appropriateness of Principal response	Yes	No	Notes
Does the offence represent a serious breach of the school behaviour policy?			Details
Did the Principal consider any extenuating circumstances when considering the exclusion?			Details
Do witness statements include any victim and the excluded/suspended pupil?			Details
Are the pupil-witness statements handwritten (where age-appropriate) and in their own words?			Details
Are the witness statements signed and dated?			Details
Did the Principal follow government guidelines re notification of the exclusion?			Details
Does the pupil have any identified special educational needs or a disability (SEND)?			Details Details
18. If Yes, did the pupil have a recent SEND review?			
19. If No, might the pupil have SEND that to-date have not been recognised?			
Was the pupil asked for their view prior to the decision to exclude/suspend?			Details

Suspension/Exclusion for persistent breaches of the school's Behaviour Policy			
Evidence	Yes	No	Notes
Is there clear evidence of the behaviour in question occurring over a period of time?			Details
Is there evidence that:			Details Details Details
20. The school followed the behaviour policy and any other relevant policies?			
21. Parents and pupil have been informed about these policies – Parent School Agreement or equivalent?			
22. The pupil was asked for their view prior to the decision to exclude?			Details
Did the school evidence:			Details
23. Identification of the pupil's additional behavioural, social and/or emotional needs using the SEND Code of Practice?			

Appendices

<p>24. Plans and review of targets and strategies including the use of rewards/feedback and other motivators to help the pupil learn new behaviours?</p> <p>25. Consultation with relevant outside agencies to help develop support strategies for the school staff and the pupil to use e.g. Behaviour Support Service, Educational Psychology Service, Advisory Teaching Service, Health or Social Care Services?</p> <p>26. Were these strategies reviewed and evaluated?</p>			<p>Details</p> <p>Details</p> <p>Details</p>
<p>If the pupil has an EHCP, did the school:</p> <p>27. Review the statement/EHCP, considering the pupil's deteriorating behaviour?</p>			<p>Details</p>
<p>Did the school:</p> <p>28. Set up a Support Plan and identify additional support from the school, parents, and any other relevant agency to prevent the exclusion?</p> <p>29. Meet their PSP commitments?</p> <p>30. If the PSP had been completed successfully, did the school consider setting up a new plan when the behaviour deteriorated?</p>			<p>Details</p> <p>Details</p> <p>Details</p>
<p>If the pupil has had previous suspensions and re-integration meetings, does the evidence include for each and every suspension*:</p> <p>31. A Principal's checklist?</p> <p>32. Minutes of what was discussed in terms of individual pupil support to help behaviour improve?</p> <p>33. Who attended the re-integration meeting?</p> <p>34. Statements from the pupil and witnesses?</p> <p>35. CCTV, if applicable?</p>			<p>Details</p> <p>Details</p> <p>Details</p> <p>Details</p> <p>Details</p>

* See section 6, page 13

Appendix 7 DC questions arising from review of paperwork

<p>Questions and evidence To aid governors prepare for the DCM having scrutinised the exclusion/suspension pack</p>	
<p>Lawful Legally sound – suspension/exclusion procedures followed, including informing parents, witness statements and any broader legal considerations, pupil protection, SEN Code of Practice, Equalities Act, etc.</p>	
<p>Questions to ask</p>	<p>Evidence</p>
<p>Rational Time taken to consider the evidence and advice sought from any relevant professionals before decision made. Pupil given the opportunity to express their view.</p>	
<p>Questions to ask</p>	<p>Evidence</p>
<p>Reasonable Based on expectations or demands within the realms of what is possible and achievable for that pupil. Alternatives considered and support provided to reduce the risk where appropriate.</p>	
<p>Questions to ask</p>	<p>Evidence</p>
<p>Fair That any extenuating circumstances were considered as well as any differences in response to other pupils in the same or similar situation – not biased.</p>	
<p>Questions to ask</p>	<p>Evidence</p>
<p>Proportionate Why the length of suspension or the permanent exclusion was appropriate, given the behaviour exhibited.</p>	
<p>Questions to ask</p>	<p>Evidence</p>

Sample questions to ask:

1. In what way did the excluded/suspended pupil seriously or persistently breach the school's behaviour policy?
2. What evidence is there to support this?
3. What evidence is there of the school intervening and supporting the excluded pupil to prevent serious and or persistent breaches of the school's behaviour policy?
4. In what way were the specific needs and circumstances of the pupil taken into account before the decision was made to exclude them?
5. Have all avenues been explored so that suspension or exclusion was the last resort?
6. What advice has been sought on the appropriateness of the exclusion/suspension, and does the advice support the decision and view it to be lawful and reasonable in the circumstances?

Was the exclusion lawful?

1. Were the correct exclusion/suspension procedures followed? This might include whether parents were informed of the exclusion/suspension in writing and given the reasons and right to make representations, timeframes were adhered to etc
2. Did the school meet its duties under the Equalities Act and work with external agencies to support the pupil if they have SEND and/or are vulnerable to exclusion especially if they are from an at-risk category (e.g. Gypsy/Roma, Traveller, LAC etc)?

Was the exclusion/suspension rational, proportionate and fair?

1. Did the Principal undertake a thorough investigation before deciding to exclude, interviewing all parties in an unbiased manner and was the pupil given the opportunity to give their own account of what took place?
2. Was the school's behaviour policy followed and did the pupil commit a serious breach or persistent breaches of this policy?
3. Were the parents and the pupil aware of the behaviour policy? Are you satisfied that the pupil knew, or ought reasonably to have known, that his/her behaviour breached the behaviour policy?
4. On the balance of probabilities, does the evidence submitted show that the pupil committed the alleged offence?
5. Were any other pupils involved, and if so, were they treated in the same way or was there an apparent bias against the excluded/suspended pupil?
6. How has the school supported the pupil with their behaviour and were their specific needs and circumstances taken into account prior to excluding/suspending?
7. Prior to being excluded/suspended were any extenuating circumstances taken into account e.g. pupil being bullied, poor home life?
8. Was the exclusion/suspension proportionate to the incident?
9. If the pupil has an EHCP was this reviewed to see what further support could be given?

In the case of (permanent) exclusion:

10. Did the school take advice before excluding?
11. What is the likely impact on the pupil of the decision to exclude them? If year 11 will they be able to take their GCSEs?
12. How would allowing the excluded pupil to remain in school seriously harm the education and/or welfare of the excluded pupil and/or others in the school?
13. Is the decision a last resort? Have other strategies been considered e.g. managed move.
14. If the exclusion is for persistent breaches, what was the tipping point that led to permanent exclusion?

Have any mitigating factors been identified and weighed?

15. Behaviour arising out of SEN, medical condition or disability?
16. Ongoing family pressures or other stressors or major changes; death or imprisonment of close family member; mental health of parents?
17. Acted only as a result of bullying or other peer pressure?
18. Dealt with by Criminal Justice system?
19. Domestic violence; child protection concerns or any other safeguarding concerns?
20. One-off or spur of the moment; no previous behavioural problems; acting out of character, were they provoked?
21. Acting alone or, although acted as part of a group, played a minor role?
22. Apologised to victim(s) or made compensation; offered to make restitution or took part in restorative justice?
23. Signs of exploitation e.g. county lines involvement

Appendices

Appendix 8 DCM Agenda proforma

[School]

Meeting of the Discipline Committee to review the Exclusion / Suspension of [Pupil's Name]

[Date] at [Time] in the [Location]

In attendance	
<i>The Discipline Committee</i>	
[Governor, School, Chair]	[DC Clerk]
[Governor, School]	
[Governor, School]	
[Governor, School, Observer]	
<i>The Parties</i>	
[Principal] – Principal	<i>Advocates</i>
[Parent] – Parent	[SENDCo] -
[Parent] – Parent	SENDCo
[Pupil] – Pupil	
<i>In attendance</i>	
[LA] – Local Authority Officer – Observer	
Social Worker	
Virtual School Head	

Item		Order of proceedings
1.	Start of meeting	The Principal, the parent(s)/carer(s) and their advocates, the suspended/excluded pupil and/or their representatives, and the LA representative are invited into the meeting room by the Clerk and enter the room together. Witnesses may remain in the room after giving their evidence or leave after any questions have been asked of them but should not be present before giving their evidence.
2.	Start of hearing and introduction	Parties are introduced to each other, and the Chair outlines procedures as detailed in this agenda.
3.	The school's case	The Principal presents the reasons for the exclusion and calls such witnesses as they consider appropriate.
4.	Questions	The Principal and his witnesses are questioned by the Committee, the parent(s)/ carer(s) or their representatives and the suspended/excluded pupil.
5.	The pupil's case	The parent(s)/carer(s) may make representations to the Committee. If the pupil is present, the Committee should encourage them to make a statement.
6.	Questions	The parent(s)/carer(s) or their representatives and the pupil may be questioned by the Committee and the Principal.
7.	Summary	Summary of school's case is put forward by the Principal.
8.	Summary	Summary of pupil's case is put forward by the parent(s)/carer(s).

Appendices

9.	Close of hearing	All parties except the Committee members and the Clerk leave the meeting room. If the hearing has taken an exceptionally long time, deliberations may be postponed and the meeting reconvened at the first available opportunity.
10.	Deliberation	The Committee considers its decision.
11.	Close of meeting	The letter to the parent(s)/carer(s) is drafted and the meeting is declared closed. The letter will be dispatched without delay by post, and copied to the Principal and LA.

Appendix 9 DC Clerk's Checklist

Organising the DCM		Notes
1.	Dates Establish the latest date that the meeting can take place (see appendix 5 for timecales, most panels are 15 days which starts from the date of suspension/exclusion)	
2.	Establish the date that the school will have the evidence ready by - then calculate 5 clear days on from this, this is the first day that the meeting can convene on	
3.	Establish any commitments of the Principal that absolutely cannot be moved	
4.	Seek governor availability for all dates after the first day (2.) and Principal availability (3.)	
5.	Obtain parent and LA representative ³ contact details from the school as well as student information - Name, DOB, Year Group. Social worker and Virtual School Head to be included if relevant to the child. Obtain headed paper for document creation.	
6.	Contact parents and LA to advise them that the DC will meet on one of the identified days (4.) Is meeting to be virtual or face to face?	
7.	Finalise date for meeting & advise all parties including Principal's PA	Model Letter 16
8.	Meeting preparation Issue governors with review of evidence and review of paperwork checklists. Ascertain if governors want paper or electronic copies of the evidence – obtain postal addresses	Appendix 6 Appendix 7
9.	Consider special considerations for the pupil and parents, as well as security if there is a reasonable suspicion that the parent may be violent	
10.	Ensure school has booked a room and organised technology and refreshments as required	
11.	Review status of document pack <i>N.B. It is the responsibility of the school's PA/Admin to create and send these documents. The DC Clerk ensures they are complete and in order. In a primary school setting the DC Clerk may supporting the electronic distribution of the pack (but not its creation or paper copies)</i>	
12.	Draw up agenda for DCM & finalise attendees	Appendix 8
13.	Prepare covering letter for document pack	Model Letter 17
13.	Ensure school issues the paperwork on time and to all parties - 5 school days in advance of the panel hearing	
14.	Where the parents of a suspended/excluded pupil do not speak or have a good understanding of English, consider if	

³ LA for the school and LA for the student' if they reside in a different LA Area to the school

Appendices

	correspondence and documentation relating to the exclusion could reasonably be translated into their mother tongue or if there are literacy issues consider if an advocate is required	
15.	Set up online pre-meet for DC members at least 24 hours before the meeting to allow time for additional evidence to be obtained if requested	
16.	Ensure school has created paper packs of evidence for participants, if specifically required	
17.	Initialise draft minutes and letter of response	
18.	If no response from the parent, phone to remind them of the meeting	

During the DCM		Notes
1.	Ensure panel are settled in the meeting room before all other attendees enter and that no-one is left with the panel in the meeting room without the Clerk being present	
2.	Take comprehensive and detailed notes so that you have a true and accurate record of the meeting. It does not have to be verbatim but needs to be detailed.	
3.	After the meeting close escort all parties except the panel members out of the meeting room and to the school entrance	
4.	Panel deliberation Clerk's role is to provide advice and guidance re procedures and to make a record of the discussion which should state clearly how decisions have been reached. Record the outcome of the committee's vote on the decision.	
5.	Agree the wording for the outcome letter. Include the reasons why the decision was reached.	

After the DCM		Notes
1.	Draft letter for Chair to approve - within 24 hours of the hearing	
2.	For a PEX calculate the date by which an application for a review must be made (15 school days from the date on which notice in writing of the governing board's decision is given to parents. If hand delivered notice is deemed to have been given on the same day or the second working day after posting if sent by first class post)	
3.	Issue letter to parents, Principal, LA (x2 if home LA is different to school LA) by email. For a PEX send a copy in the post or deliver by hand as well as by email	
4.	Draft review minutes for Chair to approve	
5.	Approve minutes and apply Chair's electronic signature and date	

Appendices

5.	File letter and minutes in the exclusions folder on the Clerking SharePoint site	
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Appendices

Appendix 10 Redacting documents and CCTV

Redacting documents is a lengthy process, and should be undertaken by the school staff, not the DC Clerk.

On no account must children be able to be identified in documents and CCTV, except if exclusion of that evidence may be material to the investigation.

It is recommended that, other than the pupil being suspended or excluded, pupils are assigned a unique letter or number, the key to which is kept by the Clerk, and this letter/number replaces their names in all situations.

It is helpful for the governors to have a key to the unique identifiers, such as

1. pupils: are they in the same year group, are they in the same friendship group, or maybe there is history of antagonism between these pupils?
2. Staff: are they support staff, SLT etc?

Ideally, when presenting CCTV footage, faces should be blurred, however it is recognised that schools rarely have access to this sophisticated software, and the DC have the ultimate decision as to whether unredacted CCTV can be viewed in the meeting. This would normally only be in cases of serious one-off incidents.

Model letters for the Principal's PA:

Model letter number	Title of letter/Instance for use
1	Suspension up to 5 – total up to 5
1a	Suspension up to 5 – total up to 5 pending investigation
2	Suspension up to 5 – total over 5 and up to 15
2a	Suspension up to 5 – total over 5 and up to 15 pending investigation
3	Suspension up to 5 – total over 15
3a	Suspension up to 5 – total over 15 pending investigation
4	Suspension over 5 – total over 5 and up to 15
4a	Suspension over 5 – total over 5 and up to 15 pending investigation
5	Suspension over 5 – total over 15
5a	Suspension over 5 – total over 15 pending investigation
6	Permanent Exclusion
7	Cancellation of a suspension or exclusion
15	Lunchtime Suspensions

Model letters for the DC Clerk:

Model letter number	Title of letter/Instance for use
8	Consider representations where no power to reinstate
9	Reinstate following suspension
10	Reinstate following permanent exclusion
11	Decline to reinstate following suspension
12	Decline to reinstate following permanent exclusion
13	Reinstate following reconsideration
14	Decline to reinstate following reconsideration
16	Invite to Discipline Committee Meeting
17	Letter to accompany advance document (if required)